

**BF.III Suspension and expulsion rates for children with disabilities are comparable among local educational agencies within the State, and to the rates for nondisabled children within the agencies.**

**1. Baseline/Trend Data and Analysis (for reporting period July 1, 2003 through June 30, 2004):**

In the 2000-2001 school year, DESE developed a web application that is used for reporting disciplinary actions for all students. Disciplinary actions are reported on an incident level for any incident resulting in ten or more days of suspension or expulsion. From this incident-level report, the Division of Special Education reports to OSEP the number of children with disabilities who received disciplinary action. Data for both the number of incidents and the number of children subject to disciplinary action are provided below. Comparisons between the data reported in the OSEP tables and the incident-level data show very little difference in proportions by disability category or race, therefore, the following data analysis was conducted primarily on the reported incident-level data rather than the derived student-level data.

**OSEP Table 5, Section A**  
**Report of Children with Disabilities Suspended or Expelled for More Than Ten Days**  
**School Year 2003-04**

	3A. Unduplicated Count of Children		3B. Number of Single Suspension/ Expulsions > 10 Days		3C. Number of Children with Multiple Suspension/ Expulsions Summing to > 10 Days		Percent of All Incidents for Students with Disabilities
	#	%	#	%	#	%	
1. Mental Retardation	93	6.6%	32	5.7%	93	7.2%	6.3%
2. Hearing Impairments	8	0.6%	2	0.4%	8	0.6%	0.5%
3. Speech/Language Impairments	72	5.1%	28	5.0%	56	4.3%	4.7%
4. Visual Impairments	1	0.1%	1	0.2%	-	0.0%	0.0%
5. Emotional Disturbance	341	24.1%	85	15.1%	341	26.4%	21.7%
6. Orthopedic Impairments	13	0.9%	1	0.2%	13	1.0%	0.7%
7. Other Health Impairments	129	9.1%	61	10.8%	108	8.4%	9.2%
8. Specific Learning Disabilities	743	52.5%	353	62.6%	658	50.9%	55.8%
9. Deaf-Blindness	2	0.1%	1	0.2%	2	0.2%	0.2%
10. Multiple Disabilities	2	0.1%	-	0.0%	2	0.2%	0.1%
11. Autism	7	0.5%	-	0.0%	7	0.5%	0.4%
12. Traumatic Brain Injury	4	0.3%	-	0.0%	4	0.3%	0.2%
13. Developmental Delay	-	0.0%	-	0.0%	-	0.0%	0.0%
14. Total	1,415	100.0%	564	100.0%	1,292	100.0%	100.0%

**Discipline Incidents by Disability Category**

Disability Type	Number of Discipline Incidents				Percent of Incidents for Students with Disabilities*				Enrollment/ Special Ed Child Count	Percent of Child Count**	Average Incidents per 100 Students***
	2001	2002	2003	2004	2001	2002	2003	2004	2004	2004	2004
NONDISABLED	2,994	4,193	4,831	5,812					763,950		0.76
Mental Retardation	58	124	101	135	4.0%	6.8%	4.9%	6.3%	12,241	8.5%	1.10
Emotional Disturbance	368	412	482	463	25.5%	22.7%	23.3%	21.7%	8,412	5.8%	5.50
Speech/Language Impairment	36	44	82	100	2.5%	2.4%	4.0%	4.7%	35,247	24.5%	0.28
Orthopedic Impairment		28	21	14	0.0%	1.5%	1.0%	0.7%	652	0.5%	2.15
Visual Impairment	2	1	9	1	0.1%	0.1%	0.4%	0.0%	510	0.4%	0.20
Hearing Impairment	3	3	15	10	0.2%	0.2%	0.7%	0.5%	1,310	0.9%	0.76
Learning Disabled	819	1,055	1,182	1,189	56.8%	58.1%	57.2%	55.8%	60,018	41.7%	1.98
Other Health Impairment	131	131	161	196	9.1%	7.2%	7.8%	9.2%	11,759	8.2%	1.67
Deaf/Blindness		1	1	5	0.0%	0.1%	0.0%	0.2%	21	0.0%	23.81
Multi-disabled	13	8	2	3	0.9%	0.4%	0.1%	0.1%	1,108	0.8%	0.27
Autism	9	10	7	8	0.6%	0.6%	0.3%	0.4%	2,861	2.0%	0.28
Traumatic Brain Injury	1		3	5	0.1%	0.0%	0.1%	0.2%	402	0.3%	1.24
Young Child with Dev. Delay	1		1	-	0.1%	0.0%	0.0%	0.0%	9,523	6.6%	-
Total for Students with Disabilities	1,441	1,817	2,067	2,129	100.0%	100.0%	100.0%	100.0%	144,064	100.0%	1.48
Total for All Students	4,435	6,010	6,898	7,941					908,014		0.87

Source: Screen 09 of Core Data, Includes all reported suspensions/expulsions except those coded as in-school and/or 10 consecutive days

\* Percent of Incidents for Students with Disabilities = Number of incidents for disability category / total incidents for students with disabilities

\*\* Percent of Child Count = Child count for disability category / total special education child count

\*\*\* Average Incidents per 100 Students = Number of incidents / enrollment or child count \* 100

**Percent of All Incidents for Students with and without Disabilities**

	2001	2002	2003	2004
Nondisabled	67.5%	69.8%	70.0%	73.2%
Students with Disabilities	32.5%	30.2%	30.0%	26.8%
All Students	100.0%	100.0%	100.0%	100.0%

**OSEP Table 5, Section B**  
**Report of Children with Disabilities Suspended or Expelled for More Than Ten Days**  
**School Year 2003-04**

	3A. Unduplicated Count of Children		3B. Number of Single Suspension/ Expulsions > 10 Days		3C. Number of Children with Multiple Suspension/ Expulsions Summing to > 10 Days	
	#	%	#	%	#	%
1. White, non-Hispanic	729	51.5%	261	46.3%	686	53.1%
2. Black, non-Hispanic	650	45.9%	285	50.5%	583	45.1%
3. Hispanic	22	1.6%	11	2.0%	16	1.2%
4. Asian/Pacific Islander	6	0.4%	4	0.7%	2	0.2%
5. Native American	8	0.6%	3	0.5%	5	0.4%
6. Total	1,415	100.0%	564	100.0%	1,292	100.0%

**Number of Discipline Incidents Reported by Race, 2003-04 School Year**

	All		Nondisabled		Disabled		Enrollment
	#	%	#	%	#	%	%
1. White, non-Hispanic	4,176	52.6%	3,037	52.3%	1,139	53.5%	77.9%
2. Black, non-Hispanic	3,500	44.1%	2,554	44.0%	946	44.4%	17.8%
3. Hispanic	176	2.2%	146	2.5%	30	1.4%	2.5%
4. Asian/Pacific Islander	47	0.6%	41	0.7%	6	0.3%	1.4%
5. Native American	40	0.5%	32	0.6%	8	0.4%	0.4%
6. Total	7,939	100.0%	5,810	100.0%	2,129	100.0%	100.0%

While the statewide incidence rate for special education was slightly less than 15%, 26.8% of all disciplinary incidents reported were for students with disabilities. This would suggest that a disproportionate number of acts resulting in disciplinary action are committed by students with disabilities; however this percentage has been decreasing over the past four school years. Data suggest that a disproportionate number of incidents that result in disciplinary action are committed by students with emotional disturbances and specific learning disabilities. Data were also disaggregated by racial/ethnic categories. Data suggest that Black students are being disciplined at a disproportionate rate for both students with disabilities and all students. Virtually no differences were seen in the breakdown of incidents by race/ethnicity when comparing incidents for all students and incidents for students with disabilities. Differences are seen in the types of removals. White students are more likely to receive multiple short-term suspensions while Black students are more likely to receive longer suspensions.

**Comparison among local educational agencies in Missouri:**

- Only districts that reported a minimum of five discipline incidents for students with disabilities were included (71 districts)
- An average number of incidents per 100 students with disabilities was calculated for each district (number of incidents / child count \* 100)
- A mean and standard deviation were determined
- Six districts had an average number of discipline incidents that was more than one standard deviation above the mean. Three of these six districts were also identified through this analysis based on 2002-03 data. Two of the six districts have been involved in implementing Positive Behavioral Supports (PBS) in at least one building within the district.

**Comparison of rates for disabled students and all students within districts:**

- Only districts that reported a minimum of five discipline incidents for students with disabilities were included (71 districts)
- A ratio of the special education percent of discipline incidents to the special education percent of enrollment was calculated for each district (ratio = special education incidents / all incidents : special education child count / enrollment)
- A mean and standard deviation were determined
- Ten districts had a ratio that was more than one standard deviation above the mean. One of these districts was also among the six districts noted above and that district has implemented PBS in two buildings. Two of the ten districts were also identified through this analysis based on 2002-03 data.

Fifteen of the 71 districts analyzed above have been awarded PBS grants within the past three years. Of the fifteen districts, only two of them were identified in the above analysis. Further review of the data may indicate that implementing PBS program in the districts helps to reduce the number of long-term suspensions/expulsions. Several other districts have also implemented PBS and were not included in the above analysis because they have fewer than five discipline incidents reported in 2003-04.

The “Explanation of Progress or Slippage” section below details technical assistance and corrective actions for districts with identified discrepancies in suspension/expulsion rates. These activities show that Missouri is complying with 34 CRF §300.146.

**Monitoring Data:**

Performance Data 201500 – Suspension and expulsion rates for children with disabilities decrease and are comparable to those for all students.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	0		
2002-03	85	15	17.6%
2003-04	87	18	20.7%

Suspension/Expulsion 2 -- Children with disabilities receive FAPE during suspensions of 11 days or more, consecutive or cumulatively, in a school year, or with an expulsion.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	80	14	17.5%	0
2002-03	49	14	28.6%	3
2003-04	55	17	30.9%	0

Of the districts found out of compliance for the Suspension/Expulsion 2 standard, three were identified through the analysis conducted on the rates between disabled and nondisabled students within the district.

### Professional Development

Recently developed activities to support the Positive Behavior Support (PBS) Initiative in the state of Missouri will include the establishment of PBS Coaches. The purpose of PBS coaches is to increase capacity for in-district technical support for school wide PBS and PBS team problem-solving, utilize the science of behavioral analysis and functional behavior assessment, and facilitate the use of function based support for students with challenging behavior in order to sustain the district's PBS Initiative beyond the State Improvement Grant funding period. In order to fulfill these purposes, PBS coaches will serve the following roles:

- Build the capacity of the PBS team and building staff
- Develop competency and fluency in PBS systems and processes
- Engage in regular communications with implementation staff/teams
- Provide technical assistance to implementers
- Provide regular and frequent acknowledgements (positive reinforcement for implementers)
- Visit implementation sites on a regular basis (monthly/quarterly)
- Review progress
- Support district level action plan implementation efforts

Training/Event Title	Districts attending prior to 2003-04	Unduplicated Districts for 2003-04	Did Not Attend this Event Prior to 2003-04	Did Attend this Event Prior to 2003-04
Positive Behavior Support – Advanced Institute	0	5	5	0
Positive Behavior Support – Advanced Module 1	0	8	8	0
Positive Behavior Support – Module 1	21	19	13	6
Positive Behavior Support – Module 2	19	6	2	4
Positive Behavior Support – Module 3	16	11	5	6

**2. Targets (for reporting period July 1, 2003 through June 30, 2004):**

- Assist districts with analyzing data in a root-cause analysis
- If behavioral problems are an issue, assist districts in developing a professional development plan that will address causes and contributing factors identified

**3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):**

Efforts to address discrepancies in the rates of long-term suspension/expulsion fall under two areas:

- Technical Assistance
- Corrective Actions

**TECHNICAL ASSISTANCE**

- **Consultants/Coaches/SIG funds**

When Special Education Consultants are working with districts with discrepancies in the rates of long-term suspensions/expulsions, data analysis includes examination of discipline policies, procedures and practices. If the review of data indicates a need for revisions or additional trainings, State Improvement Grant (SIG) money can be used to provide the professional development. Efforts and effects for those districts in regards to disproportionality (results of review, what revisions, if any, were made) will be tracked.

- **Professional Development**

Professional development modules that address discipline include several Positive Behavior Supports modules as well as training for PBS coaches.

- **2004-05 & Ongoing Special Education Monitoring Self-Assessment (SEMSA)**

Districts with discipline rates for students with disabilities that are twice the rates for nondisabled students and/or districts that are identified through the analyses described above either will be asked for additional documentation to be submitted to the department, or if the district is selected for on-site monitoring, a review of policies, procedures and practices will be conducted during the on-site review

- **Special Education District Profiles**

Suspension/expulsion data are included in the profiles and are updated annually for each district.

**CORRECTIVE ACTIONS**

- **2004-05 and On-going Monitoring**

For districts with discipline rates for students with disabilities that are twice the rates for nondisabled students or that are identified through the analyses described above, and who are scheduled for on-site monitoring reviews during 2004-05, interviews will discuss the districts' suspension/expulsion data and will review discipline policies. Corrective actions will include reviewing and, if necessary, revising policies, practices and procedures in regards to discipline as well as mandatory training for staff.

**4. Projected Targets:**

- Assist districts with analyzing data in a root-cause analysis.
- If behavioral problems are an issue, assist districts in developing a professional development plan that will address causes and contributing factors identified.

**5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:**

<b>Cluster/ Probe</b>	<b>Improvement Strategies</b>	<b>Benchmarks/Activities</b>	<b>Timeline</b>	<b>Resources</b>
BF.III	Make technical assistance regarding discipline available to districts	Identify, develop and make resources available	2004-2005	<u><b>Section Responsibility:</b></u> Effective Practices  <u><b>Funding Type:</b></u> Part B SIG
BF.III	Incorporate suspension/expulsion analysis into monitoring interviews and corrective action plans	Identify districts with significant discrepancies	Completed	<u><b>Section Responsibility:</b></u> Compliance Data  <u><b>Funding Type:</b></u> Part B
		Include discipline data analysis and review of policies, procedures and practices into SEMSA and monitoring reviews	2004-05	